

# TEACHING MANUAL

## SAY IT WITH SYMBOLS



a visual aid for teaching  
**BLISSYMBOLICS**



National  
Film Board  
of Canada

Office  
National du film  
du Canada



Blissymbolics  
Communication  
Foundation  
Institute.





# SAY IT WITH SYMBOLS

Produced by:



National  
Film Board  
of Canada

Office  
National du film  
du Canada

and:



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## "SAY IT WITH SYMBOLS"

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"SAY IT WITH SYMBOLS"

A Visual Aid for  
the Teaching of  
Blissymbolics

LIST OF SERIES

Section I

<u>Series A</u>	---	Introductory Symbols	(51 slides)
<u>Series B</u>	---	I and YOU	(28 slides)
<u>Series C</u>	---	Body Parts and Verbs	(52 slides)
<u>Series D</u>	---	Simple Symbol Sentences	(66 slides)
<u>Series E</u>	---	Saying it with Symbols	(66 slides)

Section II

<u>Series F</u>	---	More Verbs	(47 slides)
<u>Series G</u>	---	Feelings	(31 slides)
<u>Series H</u>	---	The Opposite Strategy	(60 slides)
<u>Series J</u>	---	The Plural Strategy	(51 slides)
<u>Series K</u>	---	The Combine Strategy	(48 slides)
<u>Series L</u>	---	Questions	(57 slides)

Section III

<u>Series M</u>	---	Symbols in the Morning	(41 slides)
<u>Series N</u>	---	Symbols at School	(41 slides)
<u>Series O</u>	---	Symbols at the Hospital	(49 slides)
<u>Series P</u>	---	Symbols Outdoors	(47 slides)

### ATTENTION

Since these slides were made, the combine




indicator ----- which appears in them,  
has been simplified. The new combine



indicator is ----- The action indicator  
has been deleted and the intersecting  
circles reduced to quarter size - i.e. the  
same size as the indicators for make action,  
plural, etc. It is still placed one quarter  
space above the matrix in which the affected  
symbol expression is drawn.

*omit*





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## INTRODUCTION

"Say It With Symbols" is a visual teaching aid for Blissymbolics. It is a set of slides designed to present through simple graphic illustrations the meanings and uses of approximately 250 symbols (see: Alphabetical List of Symbols).

There are fifteen series in this teaching aid set. Each series has about fifty slides (750 slides per complete set). The fifteen series have been divided into three main sections.

Section I: Basic Introduction. (Series A to E)

Section II: Verbs, Strategies, Questions.  
(Series F to L)

Section III: Symbol Stories. (Series M to P)

Each series can be used individually or in sequence as a complete set.

There are no sound tracks to these slides and no automatic slide change devices. A single slide projector and screen is all the equipment needed for showing the slides.

You control the pace and flow of the slides and provide the commentary. And because they are slides, as opposed to filmstrips, they can be presented in a variety of sequences. You are at liberty to arrange, edit or delete slides to suit the need of your particular teaching setting.

"Say It With Symbols" was designed primarily as a teaching aid for non-speaking children. It can be used to introduce symbols -- the concept of the language, the actual symbol meanings and the uses of symbols. The slides can also reinforce and show a range of meanings for symbols that have already been taught.

It is important to consider these slides as one part of your existing teaching tools. The slide set is not a self-teaching system. They will be most effective if you incorporate the slides into your present teaching methods. Plan to use the slides over a long period of time. Don't rush to show all the slides at once.

### THE THREE SECTIONS

#### Section I: Series A to E (five series)

This section provides a basic introduction to symbols.

Series A presents a number of single symbols -- nouns.

Series B introduces the I and YOU concept.

Series C presents symbols for some parts of the body and goes on to show the ~~MAKE~~ ACTION <sup>indicator</sup> symbol and verb forms of these body parts. For example: EYE is presented as a body part and later coupled with ~~the~~ <sup>indicator</sup> ~~MAKE~~ ACTION <sup>to</sup> to form the verb <sup>(to)</sup> SEE.

Series D takes symbols previously shown in A, B or C and puts them into simple sentences. For example: BOY...<sup>(to)</sup>SEE... ANIMAL -- "The boy sees the animal".

Series E presents the basic concept of saying it with symbols. It begins by showing that even the use of a single symbol can communicate a thought -- FOOD can mean: "I want some food". This series repeatedly emphasizes the use of symbols and the display board to present thoughts: in the early stages through single symbols; and later, as the student progresses, through symbol sentences.

Section I introduces a limited number of symbol meanings and maintains a controlled vocabulary throughout. No 'new' symbols are used without first being presented as a single symbol. Much repetition is provided in this section.



Section II: Series F to L (six series)

This section deals with symbols more extensively.

Series F presents more verb meanings both in single symbol form, and in sentences.

Series G deals with symbols that relate to FEELINGS or emotions.

Series H introduces and illustrates the use of the OPPOSITE ~~strategy.~~ <sup>MEANING</sup> ~~symbol.~~

Series J (there is no Series I) presents the PLURAL ~~strategy.~~

Series K introduces the <sup>concept of symbols.</sup> ~~COMBINE strategy.~~ <sup>INC</sup>

Series L is devoted to the QUESTION symbols.

In Section II many new symbol meanings are presented either in single form, or in sentences. Many series have dual purposes. For example: though Series H deals with the OPPOSITE <sup>MEANING symbol</sup> ~~strategy,~~ it also presents an extensive vocabulary of descriptive symbols, such as: HOT and COLD; LOUD and QUIET.

Section III: Series M to P (four series)

This section presents four short stories using symbols to tell the stories -- a mixture of single symbols and symbol sentences.

Series M tells the story of a boy getting up in the morning, getting dressed and having breakfast.

Series N tells a story of a day at school.

Series O tells of a visit to the hospital.

Series P tells the story of a group of friends going on an outing.

Section III presents most of the symbols shown in Series A to L mostly in full sentence form. New symbols are also presented. An array of symbols are presented -- nouns, verbs, conjunctions, articles, strategies, descriptives, feelings, questions and numbers.

#### ELEMENTS OF THE SLIDE SERIES

Though each series has a specific purpose, certain visual elements are consistent throughout all of the fifteen series.

##### (1) Stories and Characters

In order to explain the meanings and uses of symbols to children, short stories and 'cartoon characters' are presented.

Section I uses stories to provide the meanings of single symbols. The four series in Section III tell stories using full symbol sentences. Some series have more than one story -- over the space of five or six slides.

With each series, a written outline of the story (or stories) is provided. They are offered as a guide and can be expanded or cut down. It is important for you to be familiar with the content of these stories so that when you incorporate the slides into your teaching program and present them to the users, the stories will flow and be entertaining as well as informative.

##### (2) Symbol Colours

In all the slides where symbols are shown (single or in sentences) shape and colour are consistent. The size of symbols in Section III have been reduced slightly in order to accommodate more symbols in each slide frame.



All symbols appear in boxes, with approximately the same spacial relationship between symbol and background square as is on the standard BCF '400' display board (Dec/75). Symbols appear with corresponding English word below as found on the display boards (see: CAPTIONS for exceptions).

The coloured backgrounds in the symbol boxes correspond in general to the colour coding of the '400' display board. There are variations to this and the following list explains each colour:

YELLOW	--	people, pronouns, parts of the body.
ORANGE	--	all other nouns and time.
GREEN	--	all verbs.
BLUE	--	all descriptives.
GREY	--	prepositions, conjunctions, articles, numbers and strategies.
ROSE	--	all questions.

### (3) Slides Without Symbols

There are a number of slides that do not contain symbols. These are presented as 'bridges' to help knit together particular stories. They have also been designed to present objects which the user could identify on his symbol board.

### (4) The Pointing Hand

There are slides that show a hand with the index finger pointing to a symbol on the display board. The symbol is high-lighted and adjacent symbols obscured. These 'pointing hand' slides are used extensively in Section I as a bridge between the slides on the screen and symbols on the user's board.

As you use the slides more and more, these 'pointing hand' slides could serve to encourage the user to begin

using his board in conjunction with the slides. It is not intended that their usage be limited to 'matching' of specific symbols. For this reason they do not follow the symbol colour code described earlier. All backgrounds to symbols in 'pointing hand' slides are uniformly light yellow.

(5) Review Slides

In some series, REVIEW slides are presented. These are identical in picture content to symbol slides, but with an empty coloured box -- no symbol, or word. For example: in Series C the symbol for HEAD is shown as a close-up of a clown's head. A yellow symbol box with symbol and word is in the same picture. Later in the series, the same close-up of the clown's head will appear, but with an empty, yellow box. These are matching slides -- one with a symbol and one without.

All REVIEW slides appear in the latter part of each series. REVIEW slides can be mixed with symbol slides as part of the story. All the REVIEW slides can be presented at once after the 'lesson' has been presented. They can be arranged as 'quizzes' and the users can 'fill in' the empty boxes using their symbol boards.

These are the series in which REVIEW slides are presented:

Series A	--	Introductory Symbols
Series C	--	Body Parts and Verbs
Series D	--	Symbol Sentences
Series G	--	Feelings
Series H	--	The Opposite Strategy
Series K	--	The Combine Strategy



## (6) Caption Slides

Many slides in this set present symbols in sentence form. For each of these 'sentence' slides there is a matching CAPTION slide. For example: in Series D one slide presents the symbol sentence: BOY...SEE...ANIMAL -- three symbols with corresponding words in boxes. An identical slide appears later in the same series but with the words removed from the boxes. Below the row of three symbols appears the caption: "The boy sees the animal".

This offers a choice in presenting symbol sentences to the user. Slides with words in the symbol boxes present symbols as the user sees them on his display board. CAPTION slides give one possible English translation providing a model of normal speech.

Using the CAPTION or non-caption slides you can control the visual information presented to the child. The oral translation of the symbol sentence should always be planned to meet the child's language and processing needs.

## (7) Flexibility

"Say It With Symbols" has been designed to conform to a variety of teaching settings and is very, very flexible in its application as a teaching aid. The various series can be tailored to suit your need. The slides can be shown again and again with variations and for different purposes.

There are certain fixed sequences that have been designed into the series. The entire set itself builds from: Series A -- Introductory Vocabulary, to: Series P -- a full symbol story. Sequences within each series depend on story-lines, and two or three slide

sequences to illustrate a symbol meaning or show how a strategy works. These 'fixed' sequences will be fully explained in the written material accompanying each series.

But even those 'fixed' sequences are alterable and once you have presented the 'lesson' using these existing sequences, the usefulness of the slides can be expanded by rearranging.

The design of the REVIEW and CAPTION slides allows you to choose how you want to present the slides.

You may wish to delete slides as well. Perhaps the 'pointing hand' slides are not suitable for your particular setting. Or perhaps a particular symbol meaning is not part of the vocabulary you wish to teach at that time.

As you use the slides more and more, and as you arrange, edit or delete, new patterns will form -- your own sequences, suitable to your particular teaching setting.

#### (8) Follow-up

As mentioned earlier, "Say It With Symbols" should be but one of the many tools you use to teach symbols. The slides will be most effective if you use them along with your other teaching aids. Some of these might include:

- flash cards of various symbols.
- the blackboard or overhead projector for drawing symbols.
- experience charts.
- large symbol display boards.
- symbol books, toys and games.
- pictures from magazines, posters, drawings or photographs.



- objects found in the classroom or setting, as well as small items brought into class.
- the symbol users themselves and you as well, for reference to parts of the body, clothing and actions.
- auditory aids such as phonographs and tape recorders.

The slides are also suitable for 'follow-up' exercises -- using various slides, or slide sequences beyond the context of their story-line or intended purpose.

With the written material for each series is a section entitled: Follow-up. This offers suggestions on how to expand the use of the slides.

HOW TO SHOW YOUR SLIDES

This slide system has been designed as a simple and versatile teaching aid that can be easily incorporated into your teaching setting. Technically speaking, showing the slides is not a complicated matter. All you really need is a single slide projector, some slide trays and a viewing screen.

PREPARATION

The slides are packaged in plastic sleeves with 20 slides in each sleeve. Slides are arranged in order, according to the design of each Series. All slides are numbered (For example: A-30 means: Series A; Slide number 30). These numbers appear on the plastic slide mounts and are easily visible when slides are in the storage sleeves.

If you have the entire slide set, you will be handling close to 750 slides in over 45 plastic sleeves. It is thus important for your own sanity to keep the slides well organized by always returning unused slides to their proper storage sleeve. This is particularly important if you are sharing the slides with other teachers.

To prepare the slides then, you will have to remove them from the sleeves and place them in the slide trays. If you are using more than one series, you will probably be using many slide trays. It is a good idea to label your trays and keep a record of which slide is in which tray. This will make it easy for you to retrieve any particular slide for use elsewhere.

EQUIPMENT

Any standard slide projector and accompanying slide trays can be used. It is also advantageous to have a remote control for the projector to give you some mobility.

Viewing screens can be large or small depending on your needs. The screen can hang on the wall and be retractable, or it can stand on a tripod. If you cannot get a screen, any white surface will do -- wall, sheet, or large card or art board.

SETTING UP

Teaching setting vary, but there are few limitations for showing the slides. You can show them practically anywhere. There are some points to consider, however:

- It is not necessary to have your room completely dark. The slides are bright and colourful and will show up well under most lighting conditions. You should avoid having the screen near a bright window or light source. Also, the closer the projector is to the screen, the brighter the projected image.
- Plan to have the projector permanently set up so you can easily integrate the slides with your other teaching aids. Choose a location for the projector so as not to physically interfere with the movement of wheelchairs and such.
- For small groups, projecting the slides on a small screen such as a white card will work fine.



CARE AND HANDLING OF SLIDES

All the slides have plastic mounts or frames. This makes them very durable. They can be handled often without fear of bending or 'sticking' in the projector.

Do not mark the slides in any way.

Do not store the slides (in trays or sleeves) in warm or hot places. Also, keep slides away from direct sunlight (they will fade).

All slides should be kept dust free and avoid touching or smudging the actual film surface. To clean dirty slides, wipe gently with a dry, dust free cloth.

Store all your slides, sleeves and trays in one place, along with your notes, records and written material. Do not allow them to get 'spread' all over the place. You will spend more time gathering them up, than showing them.

If any slide becomes damaged and cannot be used, contact the B.C.F. Resource Centre for a replacement.

ALPHABETICAL LIST OF SYMBOLS

The following alphabetical list indicates in which series each symbol appears, and tells how many times the symbol appears in single and in sentence form. For example: the list shows that ANIMAL appears in Series A one time (Ax1) and Series D one time (Dx1) as a single symbol. In sentence form it appears in Series D five times (Dx5) and in Series E three times (Ex3). The list also notes all PLURAL symbols (pl), all symbol meanings using OPPOSITE (opp) such as CLEAN, and all symbols created via COMBINE (comb).

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
A/AN	---	Nx3, Ox1, Px1
ABOUT	---	Px1
AFRAID	Gx1, Lx1	---
AGAIN	---	Ox1
AIRPLANE	Jx1	---
AIRPLANES (pl)	Jx1	---
ALL	---	Ox1, Px1
ALSO	---	Px1
AND	---	Px1
ANGRY	Gx1	---
ANIMAL	Ax1, Dx1	Dx5, Ex3
ANIMALS (pl)	---	Px2
ANSWER	Lx19	---
ARM	---	Ox2
ART	Nx1	---
AWAKE (opp)	---	Lx2
<hr/>		
BABY	Jx1	---
BABIES (pl)	Jx1	---
BE	---	Fx2, Kx3, Mx1, Nx6, Ox4, Px5

<u>Symbol</u>		<u>Single</u>	<u>Sentence</u>
BECAUSE		Lx2	---
BIG		Hx2	---
BIRD		Jx1	---
BIRDS	(pl)	Jx1	Px1
BIRTHDAY		Fx1	Dx1
BLACKBOARD		---	Nx1
BOAT		---	Lx1
BOOK		Jx1	Nx2, Ox3
BOOKS	(pl)	Jx1	---
BOY		Ax1, Dx1	Dx8, Fx3, Lx1 Mx10, Nx2, Ox10
BREAD		Mx1	---
BREAKFAST	(comb)	Mx1	---
BROKEN		---	Ox2
BUS		Nx1	---
BUSDRIVER	(comb)	Nx1	---
BUT		---	Px1
<hr/>			
CAR		Jx1, Kx2	Kx1
CARS	(pl)	Jx2, Lx3	---
CARRY		---	Nx1
CHAIR		Jx1	---
CHAIRS	(pl)	Jx1	---
CHEESE		Mx1	---
CHILD		Jx1	---
CHILDREN	(pl)	Jx1	---
CHRISTMAS		---	Dx1
CLASSIFIER		Kx2	---
CLEAN	(opp)	Hx2	Mx1
CLOSED	(opp)	Hx2	---
CLOTHING		Jx1	---
CLOTHES	(pl)	Jx1, Mx1	---
COLD	(opp)	Hx2	---
COMB (vb)		---	Mx1



List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
COMBINE	Kx2	---
COME	Kx1	---
COOK (vb)	---	Mx1, Px1
CRY	Fx1, Kx2	Ox1
CUT	---	Lx1
<hr/>		
DAY	---	Lx1, Px1
DIRTY	Hx2, Lx1	Mx1
DOCTOR	Ox1	Ox2
DOLL	---	Ex2
DOLLS (pl)	Ex1	---
DOOR	---	Nx1
DOWN	---	Mx1, Px1
DRESS	Kx2	---
DRESS (vb)	---	Mx2
DRINK	Ax1	Dx1, Ex1
DRINK (vb)	---	Dx1
DRY (opp)	Hx2	Mx1
<hr/>		
EAR	Cx2	---
EARTH	---	Px1
EAT	Dx1, Fx1, Kx3	Dx2, Mx1
EGGS	Mx1	---
ELEVATOR	Ox1	---
EMPTY (opp)	Hx2	---
END	Mx1	---
EXCITED	Gx1	---
EYE	Cx2, Kx1	---
<hr/>		
FATHER	Ax1, Dx1	Dx2, Mx2
FAMILY	Ax1	---
FAR	Hx2	---
FEEL (vb)	---	Fx2, Mx1

# List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
FEELINGS	Gx1	---
FIGHT	Fx1	---
FIND	Fx1	---
FIRE	---	Px3
FISH	Jx1	---
FISH (pl)	Jx1	Px1
FLOOR	---	Nx1
FOOD	Ax1, Dx1, Ex1	Dx5, Ex1, Mx1, Px1
FOREST	---	Px2
FORGET	Fx1	---
FRIEND	---	Ox1
FRIENDS (pl)	Nx1	Ox1, Px1
FRUIT	Mx1	---
FULL	Hx2	---
FUNNY	Gx1	Lx1
<hr/>		
GET	Fx1	---
GIRL	---	Px1
GIVE	Fx1	Ox4
GOODBYE	Fx1, Mx1	Nx1, Px1
GROW	Fx1	---
GUESS (vb)	Fx1, Lx1	---
GYM	Nx1	---
<hr/>		
HAIR	---	Mx1
HAND	Cx2	---
HAPPY	Bx12, Ex1, Gx1, Hx2	Ex1, Fx1, Mx1, Ox2
HAVE	---	Fx2, Ox6
HE/HIM	Jx1	Fx2, Lx3, Nx1, Ox3
HEAD	Cx1	---
HEADACHE (comb)	---	Ox1

# List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
HEAR	Cx1, Dx1	Dx1
HELLO	Nx1	---
HELP	---	Fx1
HILL	---	Px1
HOSPITAL	Ox1	Ox1
HOT	Hx3	Px1
HOURL	Lx1	---
HOUSE	Ax1, Dx1, Jx1	Dx1, Lx1, Nx1
HOUSES (pl)	Jx1	---
HOW	Lx1	---
HOW MANY	Lx2	---
<hr/>		
I/ME	Bx11, Jx1	Ex6, Mx2, Nx1, Dx2
IDEA	---	Ox1
IF	---	Lx3
IN	---	Nx2, Ox3, Px7
INSECTS (pl)	---	Px1
IT	---	Fx1, Kx1, Nx1, Ox1, Px2
<hr/>		
KISS (vb)	---	Mx1
KNOW	Fx1	---
<hr/>		
LAKE	---	Px1
LAUGH (vb)	Fx1	Lx1
LEARN	Fx1	Nx1
LEGS	Cx2	---
LETTER	Jx1	---
LETTERS (pl)	Jx1	---
LIKE (vb)	---	Px1
LITTLE	Hx2	Fx1
LONG	---	Px1



List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
LOUD	Hx2	---
LUCKY	Gx1	---
<hr/>		
MACHINE	Kx1	---
MAKE	---	Lx3, Ox1, Px1
MAKE ACTION	Cx7, Fx2	---
MAKE BELIEVE (vb)	---	Px1
MAKING DESCRIPTIVE	Gx1	---
MAN	Ax1	---
MANY	Lx1	Px2
MAYBE	---	Dx2, Px2
MEAN	Gx1	---
MEAT	Mx1	---
MEDICINE	Lx1	Ox1
MILK	Mx1	---
MONEY	---	Fx1
MOTHER	Ax1, Dx1	Dx1, Lx3, Mx2
MOUTH	Cx2	---
MUSIC	---	Nx1
<hr/>		
NEAR (opp)	Hx2	---
NEED (vb)	---	Fx1
NEEDLE	---	Ox1
NEWSPAPER (comb)	---	Mx1
NIGHT	Mx1	Lx1, Px1
NO	Dx2, Ex1, Px1	---
NOSE	Cx2	---
NURSE	Lx1, Ox1	Fx2, Ox2
<hr/>		
OLD (opp)	Hx2	---
ON	---	Nx1, Px2
OPEN	Hx2	---

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
OPPOSITE	Hx23	Lx2, Mx2
OUT	Kx1	Mx1
OUTING	---	Px2
OVER	---	Px1
<hr/>		
PAIN	---	Lx1
PANTS	Mx1	---
PARCEL	---	Ox1
PART	Lx1	---
PICNIC (comb)	Kx1	---
PLAY (vb)	Fx1	Nx1, Px1
PROUD	Gx1	---
PUT	Fx1	Px1
<hr/>		
QUESTION	Lx15, Mx1	---
QUIET (opp)	Hx2	---
<hr/>		
RAIN	Kx1	Lx1
READ	Fx1	Mx1, Nx1, Ox1, Px1
ROOM	---	Ox2
<hr/>		
SAD	Bx5, Ex1, Gx1, Hx2	---
SAFE	Gx1	---
SAY/SPEAK	Cx1	Lx3, Ox1
SCHOOL	Nx1	Nx1
SCHOOLROOM (comb)	Nx1	---
SCISSORS	Jx1	---
SCISSORS (pl)	Jx1	---
SEE	Cx1, Dx1	Dx1, Ex1, Nx1, Ox1
SHE	Jx1	Fx2, Lx7, Ox1
SHIRT	Mx1	---
SHOES	Mx1	---

# List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
SICK	Lx1	---
SKY	---	Px1
SLEEP (vb)	Fx1	Lx4, Mx2, Px2
SMELL (vb)	Cx1, Dx1	Dx3
SNOW	Kx2	---
SNOWMOBILE (comb)	Kx1	---
SOCKS	Mx1	---
SOFT	---	Fx1
STAIRS	---	Mx1
STOMACH	---	Ox1
STORY	---	Nx1, Px2
STRANGER	Lx1	---
STREET	---	Nx1
SUN	Mx1	Px2
SYMBOL	---	Nx1
SYMBOLS (pl)	---	Nx1
<hr/>		
TABLE	Lx1	---
TAXI	Nx1	---
TEACHER	Nx1	Nx1
TEETH	---	Mx1
TELEPHONE	---	Ox1
TENT (comb)	---	Px1
THANKS	Ox1	---
THE	---	Nx2
THEY	Jx5	Nx2, Ox3, Px9
THINK	Fx1	---
THIS	Lx1	Nx5, Ox3, Px1
TIME	---	Nx1
TO	---	Ox3
TOILET	Ax1	Mx1
TODAY	---	Nx1
TOOTHACHE (comb)	---	Ox1
TOMORROW	---	Nx1



List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
TOUCH	Cx1	---
TOWEL	Kx2, Mx1	---
TOY	---	Fx1
TREAT	Lx1	---
TREE	Jx1	---
TREES (pl)	Jx1	Px1
TYPEWRITER	Kx2	---
<hr/>		
UNDER	Lx1	---
UNDERWEAR	Mx1	---
UP	---	Px1
UPSET	Gx1	Ox1
<hr/>		
VISITORS (pl)	---	Ox1
<hr/>		
WALL	---	Nx1
WALK/GO	Cx1, Dx1, Fx1	Dx1, Lx3, Mx3, Nx3, Ox1, Px4
WANT (vb)	---	Dx7, Ex6, Ox1
WASH	Fx1, Lx1, Mx1	Mx1
WATER	Dx1	Dx1, Px2
WE	Bx1, Jx1	Nx1, Ox2, Px1
WET	Hx2, Mx2	Lx1
WHAT	Lx1	Kx2, Lx1
WHEEL	Jx1	---
WHEELS (pl)	Jx1	---
WHEELCHAIR	Jx1	---
WHEELCHAIRS (pl)	Jx1	---
WHEN	Lx1	Lx2
WHERE	Lx1	Lx1, Px1
WHICH	Ex1, Lx1, Mx1	Ox1
WHO	Lx1	Lx1
WHY	Lx1	---

List of Symbols

<u>Symbol</u>	<u>Single</u>	<u>Sentence</u>
WINDOW	---	Nx1
WOMAN	Ax1	---
WORK (vb)	Lx1	---
WOW!!	---	Px1
WRITE (vb)	Kx1	Nx1

---

YES	Dx1	Dx1
YOU	Bx5	Nx1, Ox1
YOUNG/NEW	Hx2	Nx1

---

POINTING HAND	---	<u>Series A</u>	<u>Series E</u>	<u>Series H</u>
		ANIMAL	ANIMAL	OPPOSITE
		HOUSE	DRINK	<u>Series J</u>
		MOTHER	FOOD	PLURAL
		FATHER	TOILET	<u>Series K</u>
		FAMILY	NOSE	COMBINE
		TOILET	I/ME	
		FOOD	WANT	
		DRINK		

SERIES INFORMATION

INTRODUCTION

A written outline is provided for each of the fifteen series. This outline for each series contains:

- (1) A complete list of all symbols in series as well as a list of all symbol sentences.
- (2) An explanation of the purpose of the series.
- (3) A brief 'Story-line'.
- (4) An account of all PATTERNS or fixed sequences in the series.
- (5) SPECIAL NOTES that may relate to that particular series.
- (6) Some suggestions for rearranging the slides, 'follow-up' exercises and use of other visual aids.



SERIES A  
(Introductory Symbols)

LIST OF SYMBOLS

BOY	MAN	TOILET
ANIMAL	MOTHER	FOOD
HOUSE	FATHER	DRINK
WOMAN	FAMILY	

PURPOSE

This series serves to introduce a number of single symbols -- nouns. These symbols will be used throughout the first five series. The latter part of this series also presents the 'pointing hand' and begins to make the relationship between symbols on the screen (slides) and symbols on the user's display board.

STORY-LINE

Slides (2) to (18) in this series tell a short story:

This is a story of a little BOY and his dog (ANIMAL) (2), (3), (4) going HOME (5) after a day of playing outside. At home (6) they are greeted by a MAN and a WOMAN (7), (8). Who are they? Well, they seem to know the boy and his dog (9). Sure they know each other. The man is the boy's FATHER (10) and the woman is the boy's MOTHER (11). Together, they make up a very happy FAMILY (12). Where is the boy going now? (13). Of course, he's going to the TOILET (14).

Now the family is together again (15) and it looks as if they are getting ready to have some FOOD (16) and something to DRINK (17).

Outside, it is getting dark. The end of another day (18).

Slides (19) to End can be used to REVIEW the meaning of the symbols presented above. For example:

House is shown (24) as it was in slide (6), but with no symbol in the orange box. What is the symbol? The 'pointing hand' shows the correct symbol as on the symbol user's board (25). And now the symbol for HOUSE is shown alone, with no background picture (26). This encourages the user to recognize the symbol instead of simply matching it to the background picture. We then see the picture of the house and the symbol HOUSE together (27).

Each symbol except for: BOY, MAN and WOMAN are REVIEWED in this manner.

### SEQUENCES

Following the story-line, slides (2) to (18) are in sequence. Also the REVIEW sequences (four slides for each symbol) as previously described, are presented in a fixed order.

### SPECIAL NOTE

Four slides in this series have no symbols in the picture (slides 2, 13, 15 and 18). These are presented as 'bridges' for the story-line.

Series A is the only series in the entire set that uses the four slide sequence for REVIEW. Since it is the first series in the set, more extensive REVIEW is provided.

Note that in FATHER, MOTHER and FAMILY, the characters are positioned under a simplified outline of a roof. This roof shape (symbol meaning for PROTECTION) also appears in the symbol for FATHER, MOTHER and FAMILY.

FOLLOW-UP

You may wish to try a number of techniques using slides in this series:

- (1) Mixing REVIEW slides with story slides. For example: in the story, it is explained: The man is the boy's father (10). Place the REVIEW slide for "father" to precede the symbol slide for FATHER. Ask the user to identify the REVIEW slide. You can do this for all symbols in this series.
- (2) Using flash cards have the user match the missing symbols in all REVIEW slides.
- (3) Collect pictures from magazines of all symbols in this series. Have the user match these pictures to the REVIEW slides.
- (4) Mix up all the slides in the story and show them in quick succession and ask the user to stop you when they see the symbol for: something to eat, or drink, etc.
- (5) Using the slides with no symbols (slides 2, 13, 15 and 18) point to various 'things' in the pictures and ask users to find symbols for them on their boards.

- (6) Symbols presented in this series also appear in other series. Some may appear as single symbols, or in sentence form. Use these slides to reinforce symbol meanings in Series A.

The Alphabetical List of Symbols will tell you in which series any particular symbol appears.



SERIES B

(I and YOU)

LIST OF SYMBOLS

I/ME

YOU

WE

HAPPY

SAD

PURPOSE

This series presents the symbols I and YOU, as well as two descriptive symbols HAPPY and SAD. The series is designed to show that I and YOU are very special symbols and that the concept of the first person and second person pronouns is important to the symbol user.

There is much repetition of these two symbols in this series and the introduction of HAPPY and SAD gives samples of how the I and YOU symbols can be used.

STORY-LINE

All the slides in this series are used to tell one story:

Here's our friend the boy again (2) but this time there's a different symbol in the picture. And look, the boy is pointing to himself. He's saying: ME. Here's the boy again (3). This time he's looking in the mirror. When he looks in the mirror, he says: ME also. Now the boy is looking at a picture (4). It's a picture of himself. What do you suppose he's saying when he sees a picture of himself? He says: ME. Now the boy is with his friend. It's a girl (5).

He is pointing to her and saying: YOU. There he is again, pointing to the girl and saying: YOU (6). Today the boy and the girl are walking along the road (7). They've got smiles on their faces. They must be HAPPY. Happy is right and the boy is pointing to himself and he says: ME...HAPPY. Now he's pointing to the girl (9) and saying: YOU...HAPPY.

No wonder they are happy (10). They are having a picnic. That would make anybody happy. Oh, oh! Looks like it might rain (11). That's lightning coming from the clouds. Is it raining (12)? Better head for home.

Too bad. The boy is not happy now (13). He's SAD. And he says so (14). He says: ME...SAD. See, he's pointing to himself. Looks like the girl is SAD too (15). Yes, she's pointing to herself too, and she says: ME...SAD (16). There she is, looking in the mirror (just like the boy did earlier) and she is saying: ME...SAD (17).

But there's the good old sun (18). That means no more rain. And wow, is the girl HAPPY (19). She sure is. And she says so (20). She is pointing to herself and says: ME...HAPPY. There's the boy too (21). He sure looks HAPPY. He's pointing to himself (just like before) (22) and says: ME...HAPPY. They sure are glad the rain has stopped because now they can have their picnic (23). The girl is happy (24). She is pointing to herself and saying: ME...HAPPY. She knows the boy is happy too (25). She is pointing to the boy and says: YOU...HAPPY. The boy knows that too (26). He is pointing to himself and

says: ME...HAPPY. And then he points to the girl and says: YOU...HAPPY (27). Now they are together (28) and they sure seem happy. But they are not saying: YOU...HAPPY or ME...HAPPY. They're saying something else. They're saying: WE...HAPPY.

### SEQUENCES

The slides in this series follow a sequence based on the story-line. Also there are several combinations of slides used to emphasize the I and YOU symbols -- for example: the three slides of the boy pointing and looking at himself (2, 3 and 4); and the SAD preceding I...SAD, and HAPPY preceding I...HAPPY combinations.

### SPECIAL NOTE

There are not CAPTION slides in this series even though sentence 'thoughts' are presented -- I...(AM)...HAPPY, etc.

You will notice that 'red clouds' appear around symbol boxes where I and YOU are used (a la comic strip 'talking'). These clouds are used to signify that someone is speaking.

There are no REVIEW slides in this series since it is used primarily to present a concept in symbol usage rather than to build symbol vocabulary.

### FOLLOW-UP

To help explain the I and YOU concept more fully, other techniques can be used:

- (1) Use pictures of the symbol users and a hand mirror to coincide with the slides of the boy and girl looking at themselves.
- (2) Show the slides and have the users indicate who is 'talking' in each slide -- the boy or the girl.
- (3) Working in pairs, let the users assume the roles of the boy and the girl as you show the slides. They can try to 'talk along' with the boy and the girl.
- (4) Select other slides from other series that present I and YOU. (See: Alphabetical List of Symbols).



SERIES C

(Body Parts and Verbs)

LIST OF SYMBOLS

HEAD	LEGS	SEE
MOUTH	HAND	SMELL
EYE	MAKE ACTION	SPEAK
NOSE	TOUCH	HEAR
EAR	WALK/GO	

PURPOSE

This series introduces some BODY PARTS symbols and then goes on to present the MAKE ACTION symbol. It then shows how the MAKE ACTION symbol can be used with the BODY PARTS symbols to make VERBS or action symbols. In essence then, this series is an introduction to the VERB form.

Each symbol in this series is REVIEWED -- BODY PARTS, MAKE ACTION and VERBS.

STORY-LINE

This series tells the story of the boy and his dog going to the circus.

It's a circus (2) and the boy and his dog (the animal) are part of the crowd. Inside (3) the show has already started. There's a funny clown with his dog. And there's the boy and the animal watching it all. This is the clown's funny, painted HEAD (4). And if we look closer we can

see the clown's MOUTH (5), and his EYE (6). He has two eyes. There's the clown's big NOSE (7). And on the side of his head, one of the clown's EARS (8). Now here's another part of the clown. His LEGS (9). And there's the clown's HAND (10).

Now what is the clown doing? He seems to be playing with those green squares. He's juggling them -- throwing them in the air and catching them (11). They are moving through the air. The green square has a symbol on it (12) MAKE ACTION. Things make action when they move.

Here's the clown's hand again. But this time there is the MAKE ACTION symbol with HAND. The hand is moving (13). The clown's hand is petting the dog. It TOUCHES the dog (14). See, the MAKE ACTION symbol is over the HAND symbol.

There's the clown's legs again (15). MAKE ACTION and LEGS. When the lion chases the clown, the clown runs -- WALK/GO (16).

And the clown's eye again (17) -- MAKE ACTION and EYE. What's the clown doing? With his eye, the clown SEES some food (18).

The clown's big nose (19) and, once again with MAKE ACTION and NOSE. Now we see. With his nose the clown SMELLS the food. It seems to smell very good (20).

Now the clown's mouth again (21). And there's the MAKE ACTION and MOUTH together. The boy and his friend make action with their mouths also. Just like the clown (22). The one boy SPEAKS to the other with his mouth.

Here's another look at the clown's ear. The MAKE ACTION and the EAR are together (23). The two boys are still speaking (24). And another boy seems to be doing something with his ear (just like the clown's ear). With his ear, the other boy HEARS the two boys speaking.

### SEQUENCES

This story-line presents the slides in one sequence. Beyond this there is some flexibility. It is not vital to present EYE, before presenting NOSE, for example. However, the BODY PARTS should be presented before the VERB forms. Also, a pattern of presenting the MAKE ACTION and the BODY PART (e.g.: MAKE ACTION and EAR) followed by the VERB form (e.g.: HEAR) could be maintained.

### REVIEW

Slides (25) to (52) are REVIEW slides and match each slide in the story that contains a symbol. BODY PARTS have REVIEW slides, as well as all the VERB forms and the MAKE ACTION and BODY PARTS combinations.

### FOLLOW-UP

- (1) After showing the story, present all the review slides in sequence and ask the users to find the right symbol on their boards.
- (2) Insert the REVIEW slides into the story, preceding the actual symbol slides.

- (3) Show the REVIEW slides in sequence and hold up one flash card. Ask the users to stop you when the right slide appears, matching the flash card.
- (4) Reverse the above. Show one REVIEW slide and go through all the flash cards. Ask the users to stop you when the right card is held up.
- (5) Point to your ear and ask the users to find the symbol on their board. Reinforce the 'answer' with the slide of the clown's ear.
- (6) Ask the users: What part of your body do you use to SEE? Reinforce answer with a slide.
- (7) Find pictures from magazines that correspond to the slides -- people's heads, bodies, etc.
- (8) There are many MAKE ACTION symbols in this entire set -- many VERBS. Series F deals extensively with VERBS. Also VERBS are found in symbol sentences in these slides. Using the Alphabetical List of Symbols, select appropriate slides and use them to augment Series C.



SERIES D

(Simple Symbol Sentences)

LIST OF SYMBOLS

BOY	WALK/GO	EAT
SEE	HOUSE	FATHER
ANIMAL	MOTHER	WATER
HEAR	FOOD	NO
MOTHER	SMELL	YES

LIST OF SYMBOL SENTENCES

BOY...SEE...ANIMAL  
"The boy sees the animal."

BOY...HEAR...MOTHER  
"The boy hears his mother."

BOY...WALK/GO...HOUSE  
"The boy goes to his house."

MOTHER...SMELL...FOOD  
"Mother smells the food."

BOY...SMELL...FOOD  
"The boy smells the food."

ANIMAL...SMELL...FOOD  
"The animal smells the food."

BOY...WANT...FOOD  
"The boy wants some food."

BOY...WANT...EAT  
"The boy wants to eat."

BOY...WANT...EAT...FOOD  
"The boy wants to eat some food."

FATHER...WANT...DRINK  
"Father wants a drink."

FATHER...DRINK...WATER  
"Father drinks some water."

BOY...WANT...ANIMAL  
"The boy wants the animal."

I/ME...WANT...ANIMAL  
"I want the animal."

YES...I/ME...WANT...ANIMAL  
"Yes, I want the animal."

MAYBE...CHRISTMAS  
"...maybe for Christmas."

MAYBE...BIRTHDAY  
"...maybe for my birthday."

PURPOSE

This series begins to show how symbols can be put together to form sentences. Using symbols previously introduced in A, B and C, simple three or four symbol sentences are presented.

As the series continues, a few new symbols are also introduced and used in sentence form.

Each slide containing a sentence is REVIEWED and the dual slide system with CAPTIONS is offered.

STORY-LINE

Slides (2) to (40) introduce symbol sentences via a story:

Here's the picture of the BOY again (2) and he is looking or SEEING with his eyes (3). I wonder what he's looking at? Maybe it is the ANIMAL (4). Sure, there they are together (5). BOY...SEE... ANIMAL -- "The boy sees the animal" (6). They like to play together (7). Now the boy HEARS something (8). There's his MOTHER on the porch of their house (9). Maybe the boy hears his mother (10). Sure, BOY...HEAR...MOTHER -- "The boy hears his mother" (11). Now the boy is WALKING (12). And there is his HOUSE (13). The boy seems to be going there (14). BOY...WALK/GO... HOUSE -- "The boy goes to his house" (15).

There's MOTHER again (16). Wonder what she's doing? She's SMELLING with her nose (17). And look at the FOOD (18). Now there's mother with some food (19). MOTHER...SMELL...FOOD -- "Mother smells the food" (20). But she's not the only

one. BOY...SMELL...FOOD -- "The boy smells the food" (21). And even the animal also. ANIMAL...SMELL...FOOD -- "The animal smells the food" (22).

Now, the boy seems to be thinking about the food. Maybe more than just thinking (23). BOY...WANT...FOOD -- "The boy wants some food" (24). The boy would like to EAT the food (25). BOY...WANT...EAT -- "The boy wants to eat" (26). BOY...WANT...EAT...FOOD -- "The boy wants to eat some food" (27).

There's FATHER outside (28). He seems to be working very hard. And usually work makes people thirsty. FATHER...WANT...DRINK -- "Father wants a drink" (29). But what kind of drink? How about WATER (30)? Now we see: FATHER...DRINK...WATER -- "Father drinks some water" (31).

Father, the boy and the animal are in front of a pet shop (32). There's a little cat in the window. BOY...WANT...ANIMAL -- "The boy wants the animal" (33) and he tells his father: I...WANT...ANIMAL -- "I want the animal" (34). Father says: NO (35). But the boy is determined and says: YES...I...WANT...ANIMAL -- "Yes, I want the animal" (36). The cat agrees and says: YES (37). But the dog says: NO (38).

Oh well, the boy thinks that maybe someday he will get the cat. He says: MAYBE...BIRTHDAY -- "Maybe for my birthday" (39) or: MAYBE...CHRISTMAS -- "Maybe for Christmas" (40).

## SEQUENCES

Slides (2) to (40) follow in sequence according to the story-line. There are also sequences within this story-line. The presentation of single symbols such as: BOY, SEE and ANIMAL leads to these three symbols in sentence form. This pattern -- single symbols before sentences -- applies to most of the symbol sentences in the beginning of this series.

## SPECIAL NOTE

Slides (41) to (50) are REVIEW slides for the symbol sentences and can be used separately or inserted into the main body of this series.

Slides (51) to (66) are CAPTION slides. They correspond to slides in the main body of the series. You may wish to show these CAPTION slides in place of the regular sentence slides, or you can present the regular slides and the CAPTION slides back-to-back.

Several slides represent the boy or the father speaking. Contrary to Series B no red clouds are used to denote the spoken word.

## FOLLOW-UP

- (1) After presenting the stories, insert the REVIEW slides into the story sequence. For example: replace BOY...SEE...ANIMAL (6) with its REVIEW slide. Retell the story and ask users to indicate the right symbols.

- (2) Present the story sequences as above, but use flash cards and ask users to indicate correct symbols as you hold up the cards.
- (3) Take slides from Series A or C to reinforce each of the symbol meanings in Series D. For example: In MOTHER...SMELL...FOOD (20) use the symbol slide for MOTHER from Series A and FOOD from Series A and MAKE ACTION...NOSE and SMELL from Series C. Use these to reinforce the meaning of MOTHER...SMELL...FOOD from Series D.
- (4) Depending on what extent you wish to present symbol sentences, there are many such sentences in the entire slide set to choose from. Some are simple three symbol sentences, others have four or five symbols.



SERIES E

(Saying it with Symbols)

LIST OF SYMBOLS

FOOD

DOLL

SAD

NO

HAPPY

WHICH

LIST OF SYMBOL SENTENCES

I...WANT...ANIMAL  
"I want the animal."

I/ME...WANT...SEE...ANIMAL  
"I want to see the animal."

I...WANT...DRINK  
"I want a drink."

I/ME...WANT...DOLL  
"I want a doll."

I...WANT...FOOD  
"I want some food."

I/ME...WANT...HAPPY...DOLL  
"I want the happy doll."

PURPOSE

Series A to D serve to introduce symbols. They present symbol meanings, some symbol concepts, such as verbs and pronouns, and they show how symbols can be formed into simple sentences.

Series E presents symbol communication developmentally and attempts to relate symbols as a means by which a thought or idea can be expressed. Through a number of examples the use of a single symbol to communicate a complete thought is illustrated. Next, gradually expanded symbol sentences are demonstrated. The same story situations are used to illustrate symbol utterances at different developmental levels.

This series uses symbols previously introduced in Series A, B, C and D. Some new symbols are presented in the latter part of this series.

### STORY-LINE

A number of short stories are presented in Series E:

We see a boy sitting on his bed (2). Mother is in the room, but the boy's attention seems to be outside. The dog is outside, as seen through the window. The boy is thinking about his dog, as he sits behind his symbol board (3). He points to the ANIMAL symbol on his board (4) as if to say: "I want the animal". Mother responds by letting the animal come in the room (5).

Here's the boy, with his symbol board (6). The sun is hot and so is he. He points to the symbol DRINK on his board (7) as if to say: "I want a drink". Mother obliges by giving him a glass of water (8).

The girl and her mother are in the kitchen and mother has some food -- sweet food (9). The girl points to her board at the FOOD symbol (10) as if to say: "I want some food". Mother says: NO (11). You can't always have what you want. Sweets are for later. But the girl still points to her board and we see the symbol FOOD (12). She still wants some food. Mother then gives her an apple (13). Apples are much better than sweets.

The boy and his mother are together (14). The boy is pointing to his board. He is pointing to the TOILET symbol, as if to say: "I want to go

to the toilet" (15). And then we see the boy sitting on the toilet (16).

Now we see the girl, with her symbol board (17). She looks as if she has a bit of a cold -- cheeks flushed and nose red. She points to the symbol for NOSE, as if to say: "Clean my nose" (18). Mother helps the girl with a tissue (19).

Three of the above situations are now repeated, but instead of using only one symbol to indicate the thought, the characters use full symbol sentences.

We see the boy sitting on his bed and, as before, he (20) wants the animal. But instead of pointing to only the ANIMAL symbol, he 'points out' a full sentence: I (21)...WANT (22)...ANIMAL (23). And then we see the boy thinking about the animal and the full sentence in symbols: I...WANT...ANIMAL -- "I want the animal" (24). As before, mother lets the animal into the room (25).

The sun is hot and so is the boy (26) -- as we've seen before. Then we see the boy and mother. The boy is indicating symbols on his board: I...WANT...DRINK -- "I want a drink" (27). Mother then gives the boy a drink (28).

Here's the girl again with her mother. Mother has some apples (29). With her mother watching, the girl points out some symbols on the board: I...WANT...FOOD -- "I want some food" (30). Mother gives her an apple (31).

In the following story, the child is encouraged to go beyond using just one symbol to more fully explain his thought.

It's a parade. And there's some elephants walking by. But the boy cannot see over the crowd (32). The boy points to the ANIMAL symbol on his board, as if to say: "I want to see the animal" (33). But mother is not sure what the boy is trying to say (34). Does he want the animal? She's not sure. The boy must use more than one symbol. He points on his board: SEE...ANIMAL meaning "I want to see the animal" (35). Mother still does not understand (36). Now the boy must use a full sentence: I...WANT...SEE...ANIMAL -- "I want to see the animal" (37). Mother finally understands and lifts the boy up so he can see the parade of elephants (38).

The final story shows how the child must be very specific when using symbols especially when there is a choice involved.

First we learn a new symbol. It's the symbol DOLLS and we see some toy dolls on display (39). Notice anything different about the dolls? We'll see later. The girl and her mother must be at a store and there are lots of dolls on display (40). The girl seems to have her eyes on one of them. She points to the DOLL symbol on her board (41) and then goes on to make a symbol sentence: I...WANT...DOLL -- "I want a doll" (42). But wait a minute. The dolls are different. One has a smile. It's HAPPY. And the other is SAD (43). Mother does not know WHICH doll the girl wants (44). So the girl must use more symbols: I...WANT...HAPPY...DOLL -- "I want the happy doll" (45). Now mother knows for sure, and she gives the girl the happy doll (46).

SPECIAL NOTE

Slides (47) to (66) are CAPTION slides. In this series even the hand pointing to the single symbols are CAPTIONED.

Slides that have symbol sentences have two corresponding CAPTION slides -- one in the usual way with no words in the symbol boxes; and one with both the words in the boxes and the caption below the symbols. This offers you three ways of presenting symbol sentences.

FOLLOW-UP

- (1) You may wish to rearrange the slides and present repeated segments back-to-back. For example: The boy pointing to the ANIMAL symbol on his board (slides 2 to 5) could be followed by the same situation but with the boy pointing out the full sentence -- "I want the animal" (slides 20 to 25).
- (2) Because Series E is one of the first five series and thus serves as an introduction to symbols, flash cards may help clarify some of the symbol meanings. Pictures from magazines will also help in this manner.
- (3) Series E does not necessarily have to follow Series D. It can be used, or parts of it can be used, at any time to present symbols as a means of communication. You may wish to use the first section of this series, the hand pointing to single symbols, as a continuation of Series A -- in which single symbol meanings are presented.



SERIES F  
(More Verbs)

LIST OF SYMBOLS

MAKE ACTION	GUESS	CRY
BIRTHDAY	FIND	GROW
LAUGH	GOODBYE	SWIM
WASH	THINK	WORK
SLEEP	KNOW	MAKE
READ	LEARN	FEEL
EAT	FORGET	HAVE
GIVE	COME	BE
GET	WALK/GO	NEED
PLAY	FIGHT	HELP
PUT		

LIST OF SYMBOL SENTENCES

HE...BE...BOY  
"He is a boy."

SHE...FEEL...HAPPY  
"She feels happy."

IT...BE...LITTLE  
"It is little."

ANIMAL...FEEL...SOFT  
"The animal feels soft."

SHE...HAVE...MONEY  
"She has some money."

BOY...NEED...NURSE  
"The boy needs a nurse."

HE...HAVE...TOY  
"He has a toy."

NURSE...HELP...BOY  
"The nurse is helping the boy."

PURPOSE

Section II presents symbol meanings and applications more extensively than Section I. The symbol vocabulary is greatly increased in this section and strategies are introduced.

Series F deals with VERBS both as to concept, and as a vocabulary builder. To begin with, a number of single symbol verbs are presented -- Action Verbs. Then some Non-Action verbs are introduced -- READ, THINK, KNOW, LEARN and FORGET. The last part of the series uses sentences to introduce the verbs: FEEL, HAVE, BE, NEED and HELP.

### STORY-LINE

Several short story-lines are presented in this series.

Slide (2) presents the MAKE ACTION symbol, first seen in Series C.

Slides (3 to 14) tell the story of a BIRTHDAY party (3), where some friends of the girl are getting together for her birthday. It's a fun party. They all LAUGH (4) and EAT (5). No party is complete without presents. The boy GIVES a present to the girl (6). She GETS many gifts (7). Later, they PLAY a game (8). It's a game where one of the boys hides a ball. He PUTS it somewhere (9). The girl has to GUESS where it is (10). Soon she FINDS the ball (11). But it's getting late so the girl says: GOODBYE to all her friends (12). Now she's WASHING her face (13) and finally, she goes to bed to SLEEP (14).

Slides (16 to 22) -- Tell another short story. The boy is looking at pictures and words in a book (16). He is READING. When he stops reading he has the picture from the book in his head (17). He is THINKING about the picture in the book. Now the teacher wants to know what the symbol is for car. It's the same as in the book (18). The boy KNOWS and puts the correct symbol on the black-

board (19). He has LEARNED the correct symbol (20). But wait a minute. Now he has to write the correct symbol in his workbook (21). He cannot remember. He FORGOT (22).

Now action symbols are presented singly or in pairs.

One boy walks to the other. He COMES (23). Now he walks away. He GOES (24).

Oh-oh, these boys are FIGHTING (25). Sure enough, someone ends up CRYING (26).

If you water plants and take care of them, they will get bigger. They will GROW (27).

When people go in the water, they SWIM (28). This man is digging a hole. He is WORKING hard (29). What is she doing? She MAKES things with her hands (30).

The verbs: FEEL, BE, HAVE, NEED and HELP are presented in sentence form in an effort to explain their meanings.

Slide (31) shows all these verbs together.

Here's a hand pointing to a boy. HE...IS...BOY -- "He is a boy" (32). This hand is holding an insect. IT...BE...LITTLE -- "It is little" (33).

The girl is holding something in her hand. SHE...HAS...MONEY -- "She has some money" (34). The boy also has something. HE...HAS...TOY -- "He has a toy" (35).

This girl looks very happy. SHE...FEEL...HAPPY -- "She feels happy" (36).

But we can use FEEL another way too. When we

touch things, we feel them. Just like this boy.  
ANIMAL...FEEL...SOFT -- "The animal feels soft" (37).

This boy has fallen off his bicycle and it looks  
as if he's hurt himself. BOY...NEED...NURSE --  
"The boy needs a nurse" (38).

Now the nurse comes to help the boy. NURSE...  
HELP...BOY -- "The nurse helps the boy" (39).

### SEQUENCES

If you wish to follow the story-lines, slides (3) to (14)  
are bound to one short sequence, as are slides (16) to (22).

Beyond these two sections, the rest of the slides stand as  
individual illustrations grouped in sections as outlined  
above.

### SPECIAL NOTE

Slides (40) to (47) are CAPTION slides and correspond to  
their counterparts in the main body of the slides.

### FOLLOW-UP

- (1) You may wish to re-introduce the make action concept  
by using slides from Series C.
- (2) Because of the limited space, these slides only  
present one visual interpretation of particular VERB  
meanings. You should provide other visual material  
for the same meanings. Pictures from magazines or  
drawings can be collected and used in conjunction with  
the slides.

- (3) For the non-action verbs: READ, THINK, KNOW, LEARN and FORGET, the slides present only one example in a short story. These again will have to be reinforced by using other visual material.
- (4) For the verbs: FEEL, HAVE, BE, NEED and HELP you can call upon slides from other series to use as other examples. (See: Alphabetical List of Symbols).



SERIES G  
(Feelings)

LIST OF SYMBOLS

MAKE DESCRIPTIVE	MEAN	LUCKY
FEELING	AFRAID	PROUD
HAPPY	SAFE	FUNNY
UPSET	EXCITED	ANGRY
SAD		

PURPOSE

This series presents symbols that have to do with feelings. It shows descriptive symbols (blue) that contain the 'heart' shape.

All symbols in this series are presented in single symbol form. Each symbol has a REVIEW slide.

STORY-LINE

There are a number of short stories, over a space of five or six slides, in this series. Also a few single symbols are presented alone.

Slides (2) to (4) simply introduce the two shapes that make up a common factor in all the symbols presented. The MAKE DESCRIPTIVE symbol (2) and the FEELING symbol (3).

Slides (5) to (8) tell the story of a boy flying his kite. It's a great day and he's HAPPY (5). But his happiness doesn't prevent the kite from

getting caught in a nearby tree (6). Try as he does to pull the kite string, it does not come down. The boy is UPSET by this (7). But he does retrieve the kite only to find it is broken beyond repair. The boy is SAD (8).

Slides (9) to (13) find the boy, the girl and the dog outside the old haunted house on the hill (9). Inside, is a MEAN man -- a monster, perhaps Dracula (10). Certainly this is enough to frighten anybody. And our friends are certainly AFRAID (11). So much so that they choose to get out of there fast!! (12). Once outside, they are SAFE, under the protection of the little roof (13).

Slides (14) to (17) tell the story of a car race (14). Where the fans in the stands are very EXCITED (15). At the end of the race, the finish line, one car just manages to finish ahead of the other. LUCKY (16). The winner! He's very PROUD (17).

Slide (18) is a single showing a bunch of children laughing at a clown making a funny face. It's FUNNY (18).

Slide (19) shows a lady on the sidewalk who has just been splashed by a passing car. She is not pleased. In fact, she is ANGRY (19).

### SEQUENCES

There are no fixed sequences beyond those dictated by each of the story-lines.

SPECIAL NOTES

All of the symbols presented have accompanying REVIEW slides (21) to (31).

One pointing hand slide is presented for MAKING DESCRIPTIVE (20).

There are a number of blank slides with no symbols to be used as bridges for the various stories (6, 9, 12, 14).

FOLLOW-UP

- (1) After showing story, present REVIEW slides in sequence and ask users to 'fill in' the symbols.
- (2) Insert REVIEW slides into story to precede actual symbol slide.
- (3) Show a number of flash cards and ask user to stop you when the right flash card matches the slide -- either symbol slide or REVIEW slide.
- (4) Reverse the above and show all REVIEW slides in succession holding up one flash card.
- (5) There are many slides without symbols and even those with symbols (or REVIEW) have things in the pictures that the user can try to identify through his symbol board. You can use flash cards to augment this.
- (6) You can also talk about the pictures and the stories. With the users, you can write out other symbol stories on the blackboard. Ask questions: Why did the kite get caught in the tree? What will the boy do with his

broken kite? Why did the children go to the haunted house? Make new stories from the slides.

- (7) You can also ask the users to find other symbols on their boards that have 'hearts' in them and other symbols that are DESCRIPTIVE.
- (8) Select other slides from the rest of the series that use these FEELING symbols. (See: Alphabetical List of Symbols).

SERIES H  
(The Opposite Strategy)

LIST OF SYMBOLS

HAPPY	YOUNG/NEW	CLOSED
OPPOSITE	OLD	DIRTY
SAD	WET	CLEAN
BIG	DRY	FULL
LITTLE	LOUD	EMPTY
HOT	QUIET	FAR
COLD	OPEN	NEAR

PURPOSE

This series introduces the OPPOSITE strategy and shows how new symbols can be created by using the OPPOSITE symbol with known symbols on the display board. The series also presents an extensive vocabulary of DESCRIPTIVE symbols to illustrate this strategy.

All symbols in this series have REVIEW slides -- single symbols as well as those used with the OPPOSITE symbol.

STORY-LINE

There are no continuing stories in this series. Single slides are used to illustrate the meanings of symbols.

The series begins by showing that certain symbols on the display board have OPPOSITE meanings. HAPPY (3) is OPPOSITE (4) in meaning to SAD (5). These are then shown side-by-side with the



OPPOSITE symbol between (6). Two more symbols, that can be found on the display board, have OPPOSITE meanings. BIG (7) and LITTLE (8). These are also shown side-by-side with the OPPOSITE symbol between (9).

Now we find another symbol on the board -- HOT (10). But this time there is no symbol to show the opposite. We have to use or point to the OPPOSITE symbol on the board (11). Then we get the symbol meaning for "cold" -- OPPOSITE...HOT (12). HOT and OPPOSITE HOT -- "cold" are then shown side-by-side (14).

The brand new, shiny car and the baby can help describe the meaning of the symbol YOUNG/NEW (15) -- a symbol we can find on the board. But we have to use the OPPOSITE symbol to make the symbol meaning for "old" -- OPPOSITE...HOT (16) -- like the old man and the battered car. Then we see them side-by-side (17).

There's a lady standing in the pouring rain. She must be WET (18). That symbol is on the display board. Another lady is under an umbrella. She is not WET (19). She is "dry" -- OPPOSITE...WET. Side-by-side (20).

This man seems to be yelling at the boy. There's a symbol for that, on the board -- LOUD (21). Finally the little fellow tells him: Shhhhhhhh. That means: "quiet" -- OPPOSITE...LOUD (22). LOUD and "quiet" -- side-by-side (23).

The toy box has it's lid up. It must be OPEN (24) -- a symbol that's on the board. When the lid is down the box is "closed" -- OPPOSITE...OPEN (25). And now side-by-side (26).

Here's a boy who looks like he's been playing in the mud all day. He sure is DIRTY (27). It's on the board. Now that's better. No more dirt. And his hair is combed too. He's "clean" -- OPPOSITE... DIRTY (28). Side-by-side (29).

Here's a glass and a pitcher FULL with orange juice (30). Now they have nothing in them (31). They are "empty" -- OPPOSITE...FULL. There they are again, side-by-side (32).

Here's a boy waving. He's not little, he's FAR away (33). Now he's closer (34). Now he's really close. He's "near" -- OPPOSITE...FAR (35). Side-by-side (36).

This completes samples of OPPOSITE symbols.

### SEQUENCES

Slides are grouped in 3, 4 or 5 slide sequences for each symbol and OPPOSITE meaning. The first two sequences, HAPPY...SAD and BIG...LITTLE appear first since they are symbols that can be found on the display board without having to use the OPPOSITE strategy.

### SPECIAL NOTE

HOT and "cold" -- OPPOSITE HOT (10) to (14) are the first set of symbols using the OPPOSITE symbol. For this reason, more attention is paid to this first example. The 'pointing hand' (11) is inserted between the opposites to draw attention to using the OPPOSITE symbol to create "cold". To make this point further (12) and (13) are identical slides for OPPOSITE...HOT, one with the word "cold" and one without. You may wish to present the slides OPPOSITE...HOT,

without "cold", to begin with to emphasize the OPPOSITE symbol. This the only sample where this five slide combination is used. All other sequences use only three slides -- the symbol; the OPPOSITE; and the side-by-side.

Slides (57) to (60) are four identical, large OPPOSITE symbols which can be inserted into the sequences to emphasize the strategy.

#### REVIEW

Slides (37) to (56) are REVIEW slides, for each symbol in the sequences. There are no side-by-side REVIEW slides.

#### FOLLOW-UP

This series is not meant to really teach the vocabulary meanings of the symbols used, such as LOUD, or HOT, or FAR, etc. They are presented to illustrate the OPPOSITE strategy. They can be used however, to reinforce meanings the user is familiar with.

- (1) Present the REVIEW slides to reinforce symbol vocabulary as well as review the OPPOSITE strategy. After each pair of REVIEW slides, you may wish to insert the side-by-side slide to show the 'Answer'.
- (2) Insert the REVIEW slides into the main sequence. For example: show HOT (10) and POINTING HAND (11). Then show REVIEW slide for "cold" (42). Ask the user to indicate right symbols and then show COLD (12) and then perhaps the side-by-side (14).

- (3) Use the REVIEW slides as vocabulary builders as well as to reinforce the OPPOSITE strategy. For example: show the REVIEW for HOT (41) and then HOT (10). Then show one of the OPPOSITE symbols (60) and REVIEW "cold" (42) followed by COLD (12) and the side-by-side (14).
- (4) Use flash cards with all the REVIEW slides and ask the user to stop you when the right slide matches the flash card.
- (5) The OPPOSITE strategy is also used in other series (in sentence form). Select these slides and present them as more samples of the strategy. (See: Alphabetical List of Symbols).

SERIES J  
(The Plural Strategy)

LIST OF SYMBOLS

HOUSE	AIRPLANE	THEY
PLURAL	AIRPLANES	HE
HOUSES	BOAT	CLOTHING
TREE	BOATS	CLOTHES
TREES	CAR	CHILD
CHAIR	CARS	CHILDREN
CHAIRS	BOOK	FISH
WHEEL	BOOKS	FISH (pl)
WHEELS	LETTER	SCISSORS
WHEELCHAIR	LETTERS	SCISSORS (pl)
WHEELCHAIRS	I/ME	BABY
BIRD	WE	BABIES
BIRDS	SHE	

PURPOSE

This series illustrates the use of the PLURAL strategy and shows the difference between making a symbol plural (by first pointing to PLURAL, and then to the symbol) and seeing a symbol that is pluralized (with the PLURAL indicator above the symbol).

It also shows that all symbols are pluralized in a consistent way even though the written or spoken word may change when the PLURAL form is used.

Along with the PLURAL strategy, many new symbols are presented in this series.



STORY-LINE

There is no continuing story in this series. Symbols are presented in short sequences.

We first show the 'pointing hand' indicating the PLURAL symbol. Then we see a picture and symbol for HOUSE (3). This is a familiar symbol. The next slide shows many houses (4) and PLURAL...HOUSE in symbols. Then with the same picture of the houses, we see: PLURAL...HOUSE = "houses" (with the PLURAL indicator above the HOUSE symbol) (5).

This same pattern follows for: TREE (6); PLURAL...TREE (7); PLURAL...TREE = "trees" (8). And the same for: CHAIR (9); PLURAL...CHAIR (10); and PLURAL...CHAIR = "chairs" (11).

This pattern is abbreviated slightly for: WHEEL (12) leading to: PLURAL...WHEEL = "wheels" (13).

This pattern follows for: WHEELCHAIR (14) and PLURAL...WHEELCHAIR = "wheelchairs" (15).

And continues for: BIRD (16) and (17),  
AIRPLANE (18) and (19), and  
BOAT (20) and (21).

A CAR is shown in (22). Two cars are shown in (23) with the symbols PLURAL...CAR, as before. PLURAL...CAR = "cars" (24) shows more than two cars to show that plurality can mean two, three, four or more of the same thing.

This is repeated for BOOK (25), leading to two books and PLURAL...BOOK (26) and then showing many books PLURAL...BOOK = "books" (27).

A LETTER is shown in (28). Many letters are then seen (29) but with only the pluralized symbol "letters".

We now see a boy pointing to himself (30). The symbol I/ME appears in a red cloud (as in Series B). Now he's pointing to himself and to two other boys (31). This time, in the red cloud, PLURAL...I/ME is shown. Now we see the same picture of the boy pointing to himself and the other boys (32) but in the red cloud is "we/us".

There's a hand pointing to a girl (33) but the symbol is SHE/HER. Now we see three little girls (34) -- PLURAL...SHE/HER. And a new symbol, with a PLURAL indicator -- "they/them" (35). To look at only the symbols this time -- PLURAL... SHE/HER = "they/them". The symbol changes when we make SHE/HER plural (36).

Now we see a boy (37) with the symbol HE/HIM. Now there's three of them -- PLURAL...HE/HIM (38). Again a single symbol -- "they/them" (39). It's the same symbol as for the girls. Looking at all these symbols again -- PLURAL...HE/HIM = "they/them" (40).

Finally we see many boys and girls together with the symbol -- "they/them" (41).

This last set of slides not only illustrates the PLURAL strategy and adds new symbols to the vocabulary, but it also draws attention to the spoken and written word. This is important for those symbol students who are beginning to read and for all users who must relate to the spoken word.

The symbols do not change except for the addition of the PLURAL indicator.

CLOTHING (42) becomes "clothes" (43)

CHILD (44) changes its sound to "children" (45)

Some words don't change at all:

FISH (46) can be made plural but doesn't change in sound or written word. It stays FISH (47).

The same with SCISSORS (48). Although there are more than one in this picture, the word stays the same: SCISSORS (49).

Some words may sound as if they just add an 'S' to make them sound plural, but the word looks different: BABY (50) becomes "babies" (51) when there are more than one.

For all of these the symbol is made PLURAL by putting the indicator over the single symbol.

## SEQUENCES

As shown above, there are patterns used: showing the singular, then the PLURAL form. The symbols are also divided into sections. These are the only real fixed sequences in this series.

## SPECIAL NOTE

In terms of vocabulary, many new symbols are presented. Notice that CHAIR (9) and WHEEL (12) lead to the symbol WHEELCHAIR (14). And that BIRD (16) and AIRPLANE (18) have a common shape.

There are no REVIEW slides in this series.

FOLLOW-UP

- (1) You can show only the symbols that are pluralized (for example: with the indicator over the symbol). Ask the users to show how they got that way by using their boards.
- (2) Similar to above, show the singular symbols and ask the users to make them PLURAL on their boards. Then show the PLURAL slides to reinforce.
- (3) For the set of PRONOUN symbols, you may wish to use parts of Series B -- I and YOU to introduce this section. Also with THEY you may wish to present the symbol PEOPLE with flash cards (PEOPLE is not presented in this slide set).
- (4) You can also use this series for counting practice. Many slides have multiple objects in them. Ask the users to count how many 'things' there are in each slide.
- (5) See Alphabetical List of Symbols for other slides in the set that show PLURAL symbols.

SERIES K

(The Combine Strategy)

LIST OF SYMBOLS

TYPEWRITER	GIRL	SNOWMOBILE
MACHINE	TOWEL	EAT
WRITE	CLOTH	COMBINE
CRY	OPPOSITE	OUT
RAIN	WET	PICNIC
EYE	CAR	HOUSE
DRESS	SNOW	APARTMENT
CLOTHING		

LIST OF SYMBOL SENTENCES

WHAT...IT...BE  
"What is it?"

CLASSIFIER...BE...CAR  
"The classifier is:...car."

WHAT...CLASSIFIER...BE  
"What is the classifier?"

PURPOSE

This series serves to introduce the COMBINE strategy and shows how new symbol meanings can be created by using existing symbols on the display board.

The series begins by demonstrating that compound symbols on the display board are themselves a combination of other symbols -- TYPEWRITER, CRY, DRESS, TOWEL.

Then a new meaning is presented (SNOWMOBILE) and the step-by-step creation of this new symbol is presented.



This series recognizes that when the COMBINE strategy is used, there is more than one set of symbols which can represent a particular meaning. The samples in this series are not meant to suggest that the combined symbols presented are the only ones possible.

The following rules will assist you in teaching the COMBINE strategy:

- (1) Aim for conciseness, transmitting only the essential meaning elements.
- (2) "Combine indicator" is positioned before and after symbol components.
- (3) Classifiers are usually positioned first.
- (4) Modifiers usually follow the classifier sequentially. Avoid superimposing component elements.
- (5) The following exceptions are modifiers which precede the classifier:

opposite meaning  
part of  
like  
many  
similar to

- (6) The composition of a combined symbol can vary with the developmental and cognitive levels of the creator.

For further information on the COMBINE strategy see "The Blissymbol System" section of the Handbook.

STORY-LINE

This series begins by showing that some symbols on the display board are indeed made up of other symbols.

Here's a TYPEWRITER and it's symbol (3). The symbol seems to have two parts to it. One of them is MACHINE and we see it here with wheels and switches and all kinds of moving parts (4). And another symbol: WRITE as we see someone writing a letter (5). Now let's put the symbols together (6). MACHINE and WRITE = TYPEWRITER.

Let's look at another symbol: CRY (7). The boy is crying. Here's the RAIN coming down and splashing in the puddles (8). And now we see a picture of a boy's EYE (9). If we put them together now, with the MAKE ACTION, we get: MAKE ACTION and RAIN and EYE = CRY (10).

Here's another one. It's a girl's DRESS (11). What are the two symbols that make up the symbol for DRESS? Answer: CLOTHING and WOMAN = DRESS (12).

This is a TOWEL hanging on the rack and other towels on the counter top (13). Can we pick out the three symbols used to make the symbol for TOWEL? Answer: CLOTH and OPPOSITE and WET = TOWEL (14).

At this point you may wish to review these four symbols again and draw attention to the first symbol used in each set. This is an important symbol -- the "classifier". The following samples attempt to explain the importance of the classifier more fully.

Creating a symbol using the COMBINE strategy is the focus of the following samples.

Here's a picture of something (15). It's called a "snowmobile". Do we have a symbol for "snowmobile" on the display board (16). Well, from the way the girl is acting, there doesn't seem to be a symbol for "snowmobile" on her board. We will have to make one up using the little COMBINE symbols (17). First of all, what is a "snowmobile" (18). WHAT...IT...IS -- "What is it?" Well, here are some things it could be (19). (Starting upper left.) A "snowmobile" is a MACHINE, it's also like a CAR and it goes on SNOW. It's probably got lots of WHEELS and certainly it has many bright COLOURS. But what is the most important of these thing? (20). WHAT THING...CLASSIFIER...IS -- "What is the classifier?" Let's look at all those things again (21). Is the most important thing: it's like a machine? Or is the most important thing: it's like a car? Or it goes on snow? Or that it has wheels? Or that it has bright colours? Well, it is a machine and it's like a car. Maybe the car is most important in describing a snowmobile (22). Therefore, CLASSIFIER...IS...CAR -- "The classifier is -- car" (23). Now we have to pick another symbol to help describe "snowmobile" a little better (24). With the car, what's the next important symbol? Is "snowmobile" a CAR and a MACHINE? Is it a CAR that goes on SNOW? Is it a CAR with WHEELS? Or is it a CAR with bright COLOURS? Probably it is best described as a CAR that goes on SNOW (25). Let's find the symbols for CAR and SNOW. There they are (26). So, when we make up the new symbol for "snowmobile", we point to the COMBINE symbol;

then we point to CAR and SNOW; and then to COMBINE again (27). And here's the full COMBINE symbol for SNOWMOBILE, the way we would see it written in symbols (28).

Certainly there are more ways of creating the SNOWMOBILE symbol than are shown here. But this sample is meant to show the step-by-step process of COMBINE. You may wish to spend more time explaining the CLASSIFIER selection by referring to the first four examples -- TYPEWRITER, CRY, DRESS and TOWEL. In most COMBINE symbols brevity seems to be the order. Usually two or three symbols are used.

The next sample (PICNIC) follows the same steps as for SNOWMOBILE, but allows for you and the students to select the necessary choice of symbols.

We see a picture of a boy and a girl sitting on a bright, checkered blanket or table cloth (29). They are having something to eat. It's a "picnic". The girl looks for the symbol for "picnic" on her board but she can't find one (30). We will have to make one up using the COMBINE symbols (31). Here's a picture of the blanket and food, meaning "picnic" and there are empty spaces around for some symbols to choose from (32).

NOTE: You will have to guide the user(s) in selecting a number of symbols that could be COMBINED to make up "picnic". The blackboard, or flash cards, or art card can be used to keep a record of what the children choose. The following slide selects four such symbol meanings and leaves one of the spaces blank.

Now we see the spaces filled in with some ideas (33). "Picnic" can be: the boy EATING; or it can

be the sun shining, meaning: outside or OUT; or it can mean: ANIMALS and things; or it can mean TREES in the forest. (You may wish to fill in the blank with FOOD or such.) What is the most important symbol when we think of "picnic"? What is the classifier? (34). It's the verb: EAT. So we know that to COMBINE for "picnic" we use the symbol EAT (35). But what else describes it best? It's the symbol for outside or OUT. So we have EAT and OUT (36). And now we see the final combine symbol for PICNIC (37).

The following three samples are offered as a beginning stage for making COMBINE symbols for: APARTMENT, the verb SKATE and the noun CALCULATOR. A picture of each of these is provided, along with an "empty" cloud slide for filling in with selected symbols. The "classifier" cloud is set in red. These then provide a starting point from which you and the students can create the necessary COMBINE symbols. There are no 'answers' to these slides since the actual COMBINE symbol can vary depending on the user's choice. The use of the blackboard, flash cards or art cards will be your medium for completing these COMBINE exercises.

Here's a picture of some "apartment" buildings with an empty COMBINE symbol below (38). Now we see some empty clouds (one in red). Let's fill them in (39). What's the most important symbol when we want to make up a new symbol for "apartment"? What is the classifier? We see now that the classifier is: HOUSE (40). Here's the picture of apartment again, but with one of the symbols already filled in (41). Let's fill in the other(s).



Here are some boys and girls "skating" on a pond (42). We have to make a COMBINE symbol for this by selecting other symbols (42).

Let's do the same for these "calculators" (43) and (44).

#### SPECIAL NOTE

Slides (46), (47) and (48) are CAPTION slides of the symbol sentences used in this series.

#### FOLLOW-UP

- (1) Slides (17), (31), (38) and (42) can be used as REVIEW slides.
- (2) As with TYPEWRITER, CRY, DRESS and TOWEL, choose other symbols on the board and ask the users to 'break them down' to their component parts.
- (3) Using the same samples for COMBINE, select with users other symbols for SNOWMOBILE, PICNIC and APARTMENT. You will have already done this for SKATE and CALCULATOR.
- (4) Use the cloud slides (39) and (43) as a basis for making up other COMBINE symbols.
- (5) Select COMBINE symbols from other series to use as examples. (See: Alphabetical List of Symbols.)

SERIES L(Questions)LIST OF SYMBOLS

QUESTION	WHERE	WHICH
ANSWER	UNDER	THIS
WHO	TABLE	PART
NURSE	WHY	HOW MANY
WHEN	WASH	MANY
ONE/HOUR	BECAUSE	CARS
WHAT	DIRTY	STRANGERS
TREAT	MEDICINE	GUESS
HOW	SICK	AFRAID
WORK		

LIST OF SYMBOL SENTENCES

WHEN...SHE...SLEEP  
"When does she sleep?"

HE...MAKE...(     ).  
"He is making a \_\_\_\_."

SHE...SLEEP...NIGHT  
"She sleeps at night."

HE...MAKE...BOAT  
"He is making a boat."

WHEN...SHE...OPPOSITE...SLEEP  
"When is she awake?"

WHERE...MOTHER...WALK/GO  
"Where is mother going?"

SHE...OPPOSITE...SLEEP...DAY  
"She is awake in the day."

MOTHER...WALK/GO...(     )  
"Mother is going to \_\_\_\_."

WHO...SHE...SPEAK  
"To whom is she speaking?"

MOTHER...WALK/GO...HOUSE  
"Mother is going to the house."

SHE...SPEAK...(     )  
"She is speaking to \_\_\_\_."

IF...RAIN...WET  
"If it is raining, she gets wet."

SHE...SPEAK...BOY  
"She is speaking to a boy."

IF...FUNNY...LAUGH  
"If it is funny, they laugh."

WHAT...HE...MAKE  
"What is he making?"

IF...CUT...PAIN  
"If he cuts himself, he feels pain."

PURPOSE

This series focuses on the QUESTION symbols. It attempts to explain the meaning of the various QUESTION symbols and show how these symbols are used. It presents these QUESTION symbols not only as single symbols, but with other symbols and in full symbol sentences.

Many new symbols, in addition to the QUESTION symbols, are introduced.

STORY-LINE

There are no continuing stories in this series. One or two slide situations are presented to explain the meanings or uses of the QUESTION symbols.

To begin with, two big symbols are shown (2) -- QUESTION and ANSWER.

Slides (3) to (35) all employ a QUESTION and ANSWER pattern to reinforce the concept of asking and answering a QUESTION.

We first see a person sitting at a desk (3) with her back to us. QUESTION.....WHO is she? Now she's facing us (4). ANSWER.....she's a NURSE.

Now here's a boy looking at his watch (5). QUESTION.....WHEN. Looking closer at his watch we see on the dial (6), ANSWER.....ONE...HOUR. It's 1 o'clock.

Here's a boy at Halloween reaching into a bag (7). QUESTION.....WHAT is inside the bag? He's got it in his hand now (8). ANSWER.....it's a TREAT.

This man is thinking about building something (9) and there's wood, and nails, and tools all around him. He wants to build a dog house. QUESTION..... HOW can he build it? Now we see him sawing a piece of wood (10). ANSWER.....he has to WORK to do it.

This girl has a puzzle in front of her (11) but one of the pieces is missing. QUESTION.....WHERE is it? She found it (12). ANSWER.....it is UNDER the TABLE.

The boy is in the washroom (13) with water running in the sink and towels on the rack. QUESTION..... WHY WASH? Well, one look at his face and we can see why (14). ANSWER.....BECAUSE he's DIRTY.

It looks as if this boy is not too happy over what's being poured into that spoon (15). QUESTION.....WHY does he have to take MEDICINE? Well, if he's in bed with a thermometer in his mouth (16), we know. ANSWER.....BECAUSE he's SICK.

Let's look at another puzzle. There are three boats in the yellow box (17) and an empty space. QUESTION.....WHICH of the things below go in that space? The airplane, the boat or the car? Well, the ANSWER is.....THIS PART, the boat (18).

Here's a picture of some cars (19). QUESTION..... HOW MANY? Since there's more than one (20) you could say: ANSWER.....MANY CARS. Let's try again (21). QUESTION.....HOW MANY CARS. If we count them up (22) we get: ANSWER.....6 CARS.

This next section uses symbol sentences in a QUESTION and ANSWER pattern to show how to use the symbols: WHEN, WHO,

WHAT and WHERE. The ANSWER and QUESTION symbols appear in each picture away from the sentence (upper left) and should not be considered part of the sentence.

Here a little girl all tucked into bed and sound asleep (23). QUESTION.....WHEN...SHE...SLEEP -- "When does she sleep?" There she is again. Still asleep and we can see the moon and stars through her window (24). ANSWER.....SHE...SLEEP...NIGHT -- "She sleeps at night."

She certainly isn't asleep now (25). QUESTION.....WHEN...SHE...OPPOSITE...SLEEP -- "When is she awake?" Well, with the sun coming in through the window (26), ANSWER.....SHE...OPPOSITE...SLEEP...DAY -- "She is awake in the day."

Here's a girl and she's speaking to someone (27). QUESTION.....WHO...SHE...SPEAK -- "To whom is she speaking?" Now we know (28). ANSWER.....SHE...SPEAK...( ) -- "She is speaking to \_\_\_\_\_. Can we fill in the symbol box? Sure!! ANSWER.....SHE...SPEAK...BOY -- "She is speaking to a boy." (29)

This boy is doing something with wood, and tools (30). QUESTION.....WHAT...HE...MAKE -- "What is he making?" Now he is all finished making it (31). ANSWER.....HE...MAKE...( ) -- "He is making a \_\_\_\_\_. From the thing he is holding in his hand we see: ANSWER.....HE...MAKE...BOAT -- "He is making a boat" (32).

Here's Mother now and she seems to be walking somewhere (35). QUESTION.....WHERE...MOTHER...GO -- "Where is Mother going?" She's walking toward something (34). ANSWER.....MOTHER...GO...( ) -- "Mother is going to \_\_\_\_\_. From the picture

we know. ANSWER.....MOTHER...GO...HOUSE -- "Mother is going to the house" (35).

The next three slides show some other symbols -- those that have question marks in them. They are not QUESTION symbols per se, but because of the question mark, bear noting at this time as vocabulary builders.

Here's a boy waving to two other boys (36). He must be new in the neighbourhood because there's a moving van in front of his house. He is a STRANGER to the other boys.

One of these boys has his hands over the other boy's eyes. The boy has to GUESS who is covering his eyes.

The boy, girl and the dog are AFRAID when they see the monster.

The last three slides show samples of how the symbol IF can be used:

We see a lady standing in the rain (39). IF... RAIN...WET -- "If it is raining, she gets wet."

There's a funny clown and the boys are LAUGHING at him. IF...FUNNY...LAUGH -- "If it is funny, they laugh" (40).

There's a boy with a red, throbbing thumb. And a knife is on the table. IF...CUT...PAIN -- "If he cuts himself, he feels pain" (41).



SPECIAL NOTE

There are no REVIEW slides in this series.

Slides (42) to (57) are CAPTION slides that correspond to all slides with symbol sentences. Note that these CAPTION slides do not have the QUESTION and ANSWER symbols in upper left corner, as appear in their counterparts (slides 23 to 25).

FOLLOW-UP

- (1) Present only the question slides and let the users answer. If the question is a sentence, they should answer in a sentence as well. Then show the ANSWER slides.
- (2) Use flash cards -- WHO, WHAT, WHEN, WHERE, WHY, etc. Show only the ANSWER slides and let the user choose which QUESTION symbol goes with each slide.
- (3) Design your own IF... situations with flash cards or blackboard, as in slides (39), (40) and (41).
- (4) Select QUESTION symbols from other series. (See: Alphabetical List of Symbols).

SERIES M

(Symbols in the Morning - a story)

LIST OF SYMBOLS

NIGHT	CLOTHES	BREAD
SUN	UNDERWEAR	FRUIT
WASH	SOCKS	MEAT
WET	PANTS	EGGS
TOWEL	SHIRT	CHEESE
OPPOSITE	SHOES	END
WET	BREAKFAST	GOODBYE
WHICH	MILK	

LIST OF SYMBOL SENTENCES

BOY...SLEEP  
"The boy is sleeping."

BOY...WALK/GO...DOWN...STAIRS  
"The boy goes down the stairs."

BOY...OPPOSITE...SLEEP  
"The boy is awake."

FATHER...READ...NEWSPAPER (combine)  
"Father is reading the newspaper."

I/ME...FEEL HAPPY  
"I feel happy."

MOTHER...COOK...FOOD  
"Mother is cooking some food."

BOY...WALK/GO...TOILET  
"The boy is going to the  
toilet."

BOY...EAT  
"The boy is eating."

I/ME...BE...OPPOSITE...DIRTY  
"I am clean."

BOY...WASH...TEETH  
"The boy cleans his teeth."

BOY...DRESS  
"The boy is getting dressed."

BOY...DRESS...WALK/GO...OUT  
"The boy gets dressed to go out."

BOY...COMB...HAIR  
"The boy combs his hair."

BOY...KISS...MOTHER  
"The boy kisses his mother."

PURPOSE

Section III presents four series that tell stories in symbols. These four series use symbols previously introduced in Sections I and II. New symbols are also presented in the context of the stories. Most symbols are presented in full sentence form though there are single symbols presented.

Series M contains a blend of single symbols, multiple symbols and symbol sentences. It tells the story of symbols in the morning -- presenting symbols connected with getting up in the morning, getting dressed and having breakfast.

STORY-LINE

The following is an outline of the story (slides 2 to 27).

Here's a picture of a house. The sky is dark and there are stars and the moon in the sky. It is NIGHT (2). Now we're inside the house looking outside. And there is the SUN (3). We can see it through the window. It must be morning now. It's early morning and "The boy is sleeping" -- BOY... SLEEP (4). But not for long. Now, "The boy is awake" -- BOY...OPPOSITE...SLEEP (5). Mother has just come to wake him. Yes, it's a great morning. The boy says: "I feel happy" -- I...FEEL... HAPPY (6). "The boy is going to the toilet" -- BOY...GO...TOILET (7). When the boy WASHES his face, he gets WET (8). Then the boy uses a TOWEL to get dry -- OPPOSITE...WET (9). After washing up the boy says: "I am clean" -- I...AM... OPPOSITE...DIRTY (10).

Now it's time to get dressed and the boy wonders: WHICH CLOTHES will I wear (11)? Let's look at

some clothes (12). There's UNDERWEAR, SOCKS and PANTS. And more (13) SHIRT and a pair of SHOES. Now the boy is putting on his pants. "The boy is getting dressed" -- BOY...DRESS (14). Oh yes, one last thing. "The boy combs his hair" -- BOY... COMB...HAIR (15). Well, he's all finished upstairs. So, "The boy goes down the stairs" -- BOY...GO... DOWN...STAIRS (16).

It's time for BREAKFAST -- (food in the morning) (17). What's Father doing? "Father is reading the newspaper" -- FATHER...READ...NEWSPAPER (18). And "Mother is cooking some food" -- MOTHER... COOK...FOOD (19). Now, "The boy is eating" -- BOY...EAT (20). Let's look at some food -- MILK, BREAD and FRUIT (21). And more food -- MEAT, EGG and CHEESE (22). It was a good breakfast and the boy is finished -- END (23). After he has eaten, "The boy cleans his teeth" -- BOY...CLEAN... TEETH (24).

What's the boy doing now? "He gets dressed to go out." -- HE...DRESS..GO...OUT (25). But before he goes out, "The boy kisses his Mother" -- BOY... KISS...MOTHER (26). Then they wave GOOD-BYE to each other (27).

Wonder where the boy is going? Guess we'll have to wait for the next story to find out.

SPECIAL NOTE

Slides (28) to (41) are CAPTION slides for all symbol sentences above.

FOLLOW-UP

See General Follow-up for Section III.

SERIES N

(Symbols at School - a story)

LIST OF SYMBOLS

HELLO	TAXI	TEACHER
BUS	FRIENDS	ART
BUSDRIVER	SCHOOLROOM	GYM
SCHOOL		

LIST OF SYMBOL SENTENCES

BOY...WALK/GO...ON...STREET  
"The boy is walking on the street."

HE...CARRY...BOOK  
"He is carrying a book."

THEY...WALK/GO...IN...SCHOOL  
"They go into the school."

TODAY...WE...LEARN (future)...YOUNG/NEW...SYMBOLS  
"Today we are going to learn some new symbols."

THIS...BE...A...WINDOW  
"This is a window."

THIS...BE...A...DOOR  
"This is a door."

THIS...BE...THE...FLOOR  
"This is the floor."

THIS...BE...A...WALL  
"This is a wall."

THIS...IS...THE...BLACKBOARD  
"This is the blackboard."

BOY...WRITE...SYMBOL...IN...BOOK  
"The boy writes the symbol in his book."

TEACHER...READ...STORY  
"The teacher reads a story."



THEY...PLAY...MUSIC  
"They play music."

IT...BE...TIME...WALK/GO...HOME  
"It is time to go home."

GOODBYE...I/ME...SEE (future)...YOU...TOMORROW  
"Goodbye, I will see you tomorrow."

### PURPOSE

Similar to Series M, this series is a blend of single symbols and sentences connected with the school setting -- Symbols at School.

### STORY-LINE

This story more-or-less begins where Series M left off -- with the boy leaving the house and saying goodbye to his mother.

"The boy is walking on the street" -- BOY...WALK... ON...STREET (2). "He is carrying a book" -- HE... CARRY...BOOK (3). Now he meets a friend of his -- a girl. He says: HELLO to the girl (4). They are at a bus stop waiting for a BUS to come along (5). When the bus comes, the girl sees the BUSDRIVER (6).

The bus takes the boy and the girl to the SCHOOL. It's a big building (7). This boy comes to school in a TAXI (8). The boy has lots of FRIENDS at school (9). Now, "They go into the school: -- THEY...GO...IN...SCHOOL (10). Inside the school is the SCHOOLROOM (11). And the lady who helps them learn things is their friend the TEACHER (12).

Well, I guess it's time to learn and the teacher says: "Today we are going to learn some new

symbols" -- TODAY...WE...LEARN (future)...NEW...  
 SYMBOLS (13). She is holding a card with a symbol  
 on it and says: "This is a window" -- THIS...  
 IS...A...WINDOW (14). And here's another card.  
 "This is a door" -- THIS...IS...A...DOOR (15).  
 And another card. "This is the floor" -- THIS...  
 IS...THE...FLOOR (16). And with this card the  
 teacher says: "This is a wall" -- THIS...IS...  
 A...WALL (17). Now she holds another card. "This  
 is the blackboard" -- THIS...IS...THE...  
 BLACKBOARD (18). The boy looks at a symbol and  
 puts the idea in his head. "The boy learns a new  
 symbol" -- BOY...LEARN...NEW...SYMBOL (19).  
 Then "The boy writes the symbol in his book" --  
 BOY...WRITE...SYMBOL...IN...BOOK (20).

Later on, "The teacher reads a story" -- TEACHER...  
 READ...STORY (21). Then the boys and girls do  
 ART (22). And "They play music" -- THEY...PLAY...  
 MUSIC (23). They also do exercises and play in  
 the GYM (24). That makes for a busy day at school.  
 The clock on the wall says: 3 o'clock. "It is  
 time to go home" -- IT...IS...TIME...GO...HOUSE (25).  
 So the teacher says: "Goodbye, I will see you  
 tomorrow" -- GOODBYE...I...SEE (future)...YOU...  
 TOMORROW (26).

#### SPECIAL NOTE

Slides (27) to (41) are CAPTION slides and are interchangeable with their respective counterparts.

Note also that some sentences are complete with articles and such -- THIS...IS...A...WALL (15), for example. Verb tense

is also presented in some sentences. "I will see you tomorrow" (26) and "Today we are going to learn some new symbols" (15).

FOLLOW-UP

See General Follow-up for Section III.

SERIES O

(Symbols at the Hospital - a story)

LIST OF SYMBOLS

HOSPITAL	ELEVATOR	THANKS	NURSE	DOCTOR
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LIST OF SYMBOL SENTENCES

THEY...WALK/GO...IN...HOSPITAL

"They go into the hospital."

NURSE...SPEAK...TELEPHONE

"The nurse is talking on the phone."

WE...WANT...SEE...FRIEND

"We want to see our friend."

WHICH...ROOM...HE...BE...IN

"Which room is he in?"

HE...BE...IN...ROOM...6

"He is in room 6."

BOY...HAS...BROKEN...ARM

"The boy has a broken arm."

YOU...HAVE...VISITORS

"You have visitors."

BOY...IS...HAPPY...SEE...FRIENDS

"The boy is happy to see his friends."

THEY...GIVE...PARCEL...TO...BOY

"They give a parcel to the boy."

IT...BE...A...BOOK

"It's a book."

DOCTOR...SEE...BROKEN...ARM

"The doctor looks at the broken arm."

NURSE...GIVE...BOY...NEEDLE

"The nurse gives the boy a needle."

THIS...BOY...HAS...HEADACHE (combine)  
"This boy has a headache."

THIS...BOY...HAS...TOOTHACHE (combine)  
"This boy has a toothache."

THIS...BOY...HAS...UPSET...STOMACH  
"This boy has an upset stomach."

DOCTOR...GIVE...MEDICINE...TO...BOY  
"The doctor gives medicine to the boy."

BOY...CRY...AGAIN  
"The boy is crying again."

HOW...WE...MAKE...HIM...HAPPY  
"How do we make him happy?"

I/ME...HAVE...IDEA  
"I have an idea."

SHE...GIVE...BOOK...TO...BOY  
"She gives the book to the boy."

THEY...ALL...READ...BOOK  
"They all read the book."

### PURPOSE

This series tells a story of a visit to the hospital and presents symbols relating to the hospital setting -- single symbols and symbol sentences.

### STORY-LINE

In this story, there are more 'complete' sentences and fewer single symbols. The slides are beginning to tell the story by themselves.

Here's the boy and two girls outside a big building.  
It's a HOSPITAL (2). THEY...GO...IN...HOSPITAL --  
"They are going into the hospital". It looks very  
busy in there with lots of people around (3). The

boy and the two girls get in an ELEVATOR (4). I wonder where they're going? There's a nurse sitting at her desk. NURSE...SPEAK...TELEPHONE -- "The nurse is talking on the telephone" (5). The little girl goes to the nurse and says: WE...WANT...SEE...FRIEND -- "We want to see our friend" (6). WHICH...ROOM...HE...IS...IN -- "Which room is he in?" asks the girl (7). The nurse answers: HE...IS...IN...ROOM...6 -- "He is in room 6" (8).

There's the boy that they've come to visit. BOY...HAS...BROKEN...ARM -- "The boy has a broken arm" (9). The nurse comes in to tell the boy: YOU...HAVE...VISITORS -- "You have visitors" (10). BOY...IS...HAPPY...SEE...FRIENDS -- "The boy is happy to see his friends" (11).

THEY...GIVE...PARCEL...TO...BOY -- "They give a parcel to the boy" (12). It's a gift or a present. IT...IS...A...BOOK -- "It's a book!" (13).

The boy says: THANKS to his friends (14).

Now two people have come into the room. One is a NURSE and the other is a DOCTOR (15). DOCTOR...SEE...BROKEN...ARM -- "The doctor looks at the broken arm" (16). Then NURSE...GIVE...BOY...NEEDLE -- "The nurse gives the boy a needle" (17). There are other boys in the room too. And the doctor is looking at all of them (18).

This boy must have hurt his head. THIS...BOY...HAS...HEADACHE (combine) -- "This boy has a headache" (19). Another boy is holding his jaw. THIS...BOY...HAS...TOOTHACHE (combine) -- "This boy has a toothache" (20). Another boy is crying. THIS...BOY...HAS...UPSET...STOMACH -- "This boy has an upset stomach" (21).



DOCTOR...GIVE...MEDICINE...TO...BOY -- "The doctor gives medicine to the boy" (22). But BOY...CRY...AGAIN -- "The boy is crying again" (23). The boy and the two girls wonder what is wrong. And the girl asks: HOW...WE...MAKE...HIM...HAPPY -- "How do we make him happy?" (24). The girl has thought of a way and she says: I...HAVE...IDEA -- "I have an idea" (25). She goes over to her friend with the broken arm and takes the book from his bed. He doesn't mind (26). Then SHE...GIVES...BOOK...TO...BOY -- "She gives the book to the boy" (27). THEY...ALL...READ...BOOK -- "They all read the book" (28).

SPECIAL NOTE

Slides (29) to (49) are CAPTION slides for above sentences.

FOLLOW-UP

See General Follow-up for Section III.

SERIES P

(Symbols Outdoors - a story)

LIST OF SYMBOLS

NO

GOODBYE

LIST OF SYMBOL SENTENCES

THEY...READ...STORY

"They are reading a story."

THIS...BE...STORY...ABOUT...OUTING

"This is a story about an outing."

FRIENDS...WALK/GO...IN...FOREST

"Some friends go into the forest."

IN...FOREST...ARE...MANY...ANIMALS

"In the forest there are many animals."

FISH...IN...WATER

"...fish in the water...."

BIRDS...IN...SKY

"...birds in the sky...."

AND...INSECTS...ON...EARTH

"...and insects on the ground."

GIRL...LIKE...ANIMALS

"The girl likes the animals."

THEY...WALK/GO...UP...HILL

"They climb a hill."

SUN...BE...MANY...HOT

"The sun is very hot."

THEY...SWIM...IN...LAKE

"They swim in the lake."

THEY...PLAY...ALL...DAY

"They play all day."

BUT...WHERE...THEY...SLEEP (future)...NIGHT  
"But where will they sleep at night?"

IN...TREES  
"In trees?"

THEY...SLEEP (future)...IN...TENT (combine)  
"They will sleep in a tent."

THEY...MAKE...FIRE  
"They are making a fire."

THEY...COOK...FOOD...OVER...FIRE  
"They cook their food over the fire."

THEY...PUT...WATER...ON...FIRE  
"They pour some water on the fire."

IT...BE (past)...A...LONG...DAY  
"It's been a long day."

SUN...WALK/GO...DOWN  
"The sun sets."

MAYBE...WE...WALK/GO (future)...OUTING...ALSO  
"Maybe we will go on an outing too."

IT...IS... 'WOW' ...MAKE BELIEVE  
"It's great to pretend."

### PURPOSE

This is a symbol story about the outdoors as told mostly with symbol sentences.

### STORY-LINE

This story uses mostly complete symbol sentences and the story-line can be taken directly from the slides (most accurately from the CAPTION slides). The story begins where Series O leaves off -- the friends in the hospital reading the book.

(Note: for the story in this series, we will quote directly from the CAPTION slides).

"They are reading a story" (2). "This is a story about an outing" (3). "Some friends go into the forest" (4). "In the forest there are many animals" (5). "...fish in the water...." (6) "...birds in the sky...." (7) "...and insects on the ground" (8). "The girl likes the animals" (9). "They climb a hill" (10). "The sun is very hot" (11). "They swim in the lake" (12). "They play all day" (13). "But where will they sleep at night?" (14). "In trees?" (15). NO (non-caption) (16). "They will sleep in a tent" (combine) (17). "They are making a fire" (18). "They cook their food over the fire" (19). "They pour some water on the fire" (20). "It's been a long day" (21). "The sun sets" (22). "Maybe we will go on an outing too" (23). GOODBYE (non-caption) (24). "It's great to pretend" (25).

#### SPECIAL NOTE

Slides (26) to (47) are CAPTION counterparts to all sentences used in this series.

In slides (25) and (47) the symbol used to express delight and enjoyment -- WOW!!! is shown. It is one of those symbols that has no direct translation. It is used to mean "great" in the context of these two slides.

#### FOLLOW-UP

See General Follow-up for Section III.

GENERAL FOLLOW-UP FOR SECTION III

SERIES M, N, O and P

Each of these series tells a story with symbols. Series M presents many single symbols along with symbol sentences.

As the slides progress through Series N and O, less single symbols appear and more sentences are used. Series P uses mostly symbol sentences, telling the whole story word for word in symbols.

In all four series, VERBS, strategies, QUESTIONS, PRONOUNS, DESCRIPTIVES and most of the object vocabularies are presented. New symbols are also introduced.

- (1) You may wish to use flash cards to reinforce the meanings of these new symbols.
- (2) When presenting the story, try to encourage the users to guess what will happen next.
- (3) There are many 'spin off' stories you and the users can create using these given stories as a base. There are also many questions you can 'discuss' with the users. For example:

Series M -- What other clothes do people wear? What else do we eat for breakfast? Why does the boy brush (clean) his teeth after eating? Where is the boy going when he leaves the house?

Series N -- What other things do the children do in school? Why does the boy come to school in a taxi?



Series O -- Why does the boy have a broken arm? How did the boy get a headache? What makes the boy's tooth ache? What do you find in books?

Series P -- What other things do you find outside? Trees, sky, ground, etc. Why do the children sleep in tents? What kind of foods do they cook over the fire? Why do they put water on the fire?

- (4) You can also use these slides to reinforce various elements of the symbol language. For example: Show all slides with the VERB to BE; Show all the QUESTION sentences together; Pick out all the slides that have COMBINE symbols. Slides with PRONOUNS can be used to reinforce this element of symbols.
- (5) Keep in mind that these series ARE stories. They can be used simply for that purpose alone.





